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ABSTRACT

An annotated bibliography of publications on every aspect of higher education in China, before and since the creation of the People's Republic of China, is presented. The 125 publications include journal articles, articles from major newspapers, and books produced in China, Japan, the United States, and Europe, including the U.S.S.R. Most of the materials were published since the 1950s, but some since 1900 are included. Comprehensive world coverage of sources was attempted, although the bibliographic information and annotations are in English. Topics include: higher education policy and the effect of the cultural revolution, China's 1959 and 1978 college entrance examinations, American institutions of higher education in China, science and technology, university admissions policies, collective learning in Communist China's universities, educational theory, liberal arts, labor universities, U.S.-China relations, the influence of the cultural revolution on the teaching of English, higher education and research, mass and elite education in China, and higher education in Mainland China. (SW)

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Higher Education in the People's Republic of China: Annotated Bibliography

By Franklin Parker

ABSTRACT

Over 125 annotations of U.S.A., European (including U.S.S.R), Chinese, and Japanese books, journal articles, and major newspaper articles on every aspect of higher education before and since the creation of the People's Republic of China. Most of the entries were published since the 1950s, with some since 1900. Comprehensive world coverage of sources was attempted, although each entry and annotation is in English

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Higher Education in the People's Republic of China: Annotated Bibliography

By Franklin Parker

Ahn, Byung-joon. "Higher Education Policy and Politics after the Cultural Revolution: An Analysis and Evaluation." KOREA AND WORLD AFFAIRS, 2, 3 (1978), 395-423.

Complex history of higher education policy in China, 1969-77.

"American Picked to Lead New Chinese University." NEW YORK TIMES, February 3, 1985, p. 11.

Shu-park Chan, Chinese-born professor on leave from the University of California, Santa Clara, is the founding president of an autonomous Western-style university approved by Communist leaders to be opened in 1986-87 near Hong Kong.

Andrew, Geoffrey Clement. "China: An Academic Appraisal." AMERICAN SCHOLAR, 32, 3 (Summer 1963), 377-86.

Found on a tour of eight higher education institutions and other cultural sites that political orthodoxy took priority, that the desire for schooling was great, and that the people's wish for immediate pleasures was growing.

Atiyeh, Naim N. "Examinations: Trends and Prospects." THE WORLD YEAR BOOK OF EDUCATION 1969: EXAMINATIONS. Edited by Joseph A. Lauwerys and David G. Scanlon. New York: Harcourt, Brace and World, 1969, pp. 375-90.

Looking at examinations worldwide, cites China's ancient elaborate

examination system and points to China as the only country in recent times to have abolished or considered abolishing examinations.

Band, Claire, and William Band. TWO YEARS WITH THE CHINESE COMMUNISTS. New Haven, CT: Yale University Press, 1948.

U.S. physics professor at Yenching University and his wife in flight from Japanese describe their refugee years with the Communists, a guerrilla college emphasizing pre-engineering and radio studies, college life in Free China, and glimpses of various universities.

Barendsen, Robert D., ed. THE 1978 NATIONAL COLLEGE ENTRANCE EXAMINATION IN THE PEOPLE'S REPUBLIC OF CHINA. Washington, DC: Government Printing Office, 1979. ERIC ED 181 776.

The 1978 National College Entrance Examination, the first used since 1966, includes the official review outline, actual tests in six of the eight subjects covered, U.S. specialists' commentaries on the level of knowledge required, and comparison of contents of China's 1959 and 1978 college entrance examinations.

Barrett, Mary, and Chun-chang Kiang. "What's Happening at Christian Colleges." CHINA WEEKLY REVIEW, 115 (October 29, 1949), 131-33.

About mission colleges supported partially by funds from abroad and what happened under the Communists.

Barrow, John. "American Institutions of Higher Education in China."

HIGHER EDUCATION, 4, 11 (February 1, 1948), 121-24.

Descriptions of more than 30 institutions of hi_ er learning of U. S. origin.

Bastid-Bruguiere, Marianne. "Higher Education in the People's Republic of China." SCIENCE AND TECHNOLOGY IN THE PEOPLE'S REPUBLIC OF CHINA. Paris: Organization for Economic Cooperation and Development, 1977, pp. 11-30.

Factors inside higher education that fueled the Cultural Revolution. Examines motivations behind some mid-1970s university changes. Persistent problems include shortage of appropriate textbooks, uneven quality of instruction, ineffective ways of transferring knowledge to rural areas, and satisfactory employment for university graduates.

Bazin, Antoine Pierre Louis. "Investigations of the History, Organization, nd Functions of the Imperial Academy of Peking." JOURNAL ASIATIQUE, 5, 11 (January 1858), 5-105.

In French.

Beach, Harlan P. "Yale and Its Unofficial Chinese Extension." CHINA WEEKLY REVIEW, 47, 5 (May 1924), 374-76.

About Yale-in-China.

Beech, Joseph. "University Beginnings: A Story of the West China Union University (Chengtu)." JOURNAL OF THE WEST CHINA BORDER

RESEARCH SOCIETY, 6 (1933/34), 91-104.

Beechy, Atlee, and Winifred Beechy. STUDY AND SERVICE IN CHINA. Goshen, IN: Goshen College, 1981. ERIC ED 201 608.

In the English Department, Sichuan College, China, for ten weeks two Goshen College faculty members taught and 20 Goshen College students worked in pairs in formal and informal activities with Chinese students.

Benn, Caroline. "'Children of Workers Come First.'" TIMES EDUCATIONAL SUPPLEMENT, 2948 (November 19, 1971), 18.

Impressions of policies and higher education institutions.

Bolt, Richard Arthur. "The Tsing-hua College, Peking." JOURNAL OF AMERICA ASIATIC ASSOCIATION, 15, 4 (May 1915), 108-112.

Booz, Elisabeth B. "Letter From Kunming: Two American Teachers in China." NATIONAL GEOGRAPHIC, 159 (June 1981), 792-813.

A mother-and-son teaching team spent two years (1978-80) as English faculty at Yunnan University, Kunming, where, despite primitive conditions, few instructional materials, and still visible damage from the Cultural Revolution, they found eager, intelligent students and helpful administrators.

Bowen, William. "Some Questions About Higher Education In China." UNIVERSITY: A PRINCETON QUARTERLY, 64 (1975), 7-9.

Princeton University president, after a 1974 visit, expressed concern about the quantity and quality of China's higher education.

Bratton, Dale L. "University Admissions Policies in China, 1970-1978." ASIAN SURVEY, 19, 10 (1979), 1008-22.

Two methods of choosing university entrants have been used, examination and recommendation. The examination method discriminates against the poor, the rural, and the politically active, but it protects against other forms of discrimination.

Britton, Carolyn. "Higher Education—A New Elitism." CHINA NOW, 84 (May-June 1979), 15-18.

Summarizes recent reforms in higher education: admissions policy, curriculum, length of courses, examinations, administration, and teacher status. Elitism, a danger, is not yet a problem.

Broaded, C. Montgomery. "Research Notes: Higher Education Changes and Stratification in China." CHINA QUARTERLY, 93 (March 1983), 125-37.

Articles in PEOPLE'S DAILY (1971, 1975, and 1978) assess China's drive to equalize higher educational opportunity. The 1978 articles showed an almost complete reversal of earlier attempts to enroll children from peasant and worker families.

Brou, Alexandre. "The First Jubilee of the University L'Aurore." ETUDES: REVUE CATHOLIQUE, 197, 21 (November 5, 1928), 284-98.

History and contributions of a Shanghai Catholic university founded in 1903.

Brunetti, Mino. "University Instruction in China after the Cultural Revolution." CIVITAS, 22, 2-3 (1971), 39-56.

Examines the concept of study favored by leaders of the Cultural Revolution.

Butterfield, Fox. "A Little Knowledge is Dangerous to Many of China's Leadership." NEW YORK TIMES, June 1, 1980, IV, p.1.

Because many local and national Chinese leaders had little higher education, they are slow to encourage ambitious young workers to enroll in the TV University or other advanced programs.

Butterfield, Fox. "University Exams Exalt or Banish 3 Million in China." NEW YORK TIMES, July 13, 1980, p. 3.

The nationwide college entrance examination permits only four percent of China's college-age people to attend universities. Political attitudes and Communist Youth League membership are also factors. China's low investment (1.1 percent of gross national income) in education limits opportunities.

Caldwell, Oliver J. "Chinese Universities and the War." School & Society, 55 (February 28, 1942), 230-33.

On U.S. colleges in China.

Campbell, Sylvia. "Reforming the Colleges: An Interview with Tsao Wei-feng, Deputy Director of the Higher Education Department of East China." CHINA MONTHLY REVIEW, 120, 1 (January 1951), 8-10.

Tsao criticized pre-1949 Chinese higher education for using Western materials and Western or Western-trained faculty members.

Casella, Alexander. "Recent Developments in China's University Recruitment System." CHINA QUARTERLY, 62 (1975), 297-301.

A 1970 ruling required two years of labor before university admission. Other policies resulted in a largely urban student body.

Castleton, A. G. "University Education in Wartime China." JOURNAL OF EDUCATION, 73 (December 1941), 539.

Despite educational disruption caused by 1937 Japanese invasion, China's Ministry of Education reported 113 colleges and universities in 1940, five more than pre-war (91 had been destroyed in the war); and higher education enrollment from 31,000 (pre-war) to 52,000 (1940).

"Catholics Abandon Fu Jen." CHINA MONTHLY REVIEW, 119 (November 1950), 96.

Fu Jen University in Peking was taken over by the Communists.

Chambers, D. I. "The 1975-1976 Debate over Higher Education Policy in the People's Republic of China." COMPARATIVE EDUCATION, 13, 1

(March 1977), 3-14.

Chou En-lai's report, Fourth National People's Congress, January 1975, set off major reappraisal of higher education policy for modernization. Examines student recruitment, student assignment, curricular design, and party opposition to them. Concludes that dramatic reversal is unlikely.

Chan, Sylvia. "Revolution in Higher Education." CHINA: THE IMPACT OF THE CULTURAL REVOLUTION. Edited by Bill Brugger. New York: Barnes & Noble, 1978, pp. 95-125.

The Cultural Revolution started at Peking University as a struggle between advocates of elite, anti-mass education ("experts") and politically activist work-study mass education ("reds"). Exams and admissions standards were lowered to permit more worker-peasant youths to enter. Curriculum was shortened and made more practical. The dominant "red" group swept the country through the Red Guards, tamed down in time by the People's Liberation Army. About 1972-73 the "expert" line reasserted itself, although egalitarian "red" line inroads also persist.

Chang, Nai-fan. "An Analysis of Universities and Colleges on the Chinese Mainland." CHINESE COMMUNIST AFFAIRS, 2, 3 (June 1965), 45-53.

Criticizes the rate of growth and the lack of freedom in higher education under Communism.

Chang, Parris H. "The Cultural Revolution and Chinese Higher Education: Change and Controversy." JOURNAL OF GENERAL EDUCATION, 26, 3

(Fall 1974), 187-94.

Examines changes in higher education policy, 1970-74, using Chinese news media reports and firsthand findings during 1972 and 1974 visits: shortened courses, work experience before admission, party cadres as top administrators, and "redness" over "expertness." Concludes that long-term scientific and economic development is being damaged.

Chang, T'ieh-sheng. "A Thought-Provoking Test Answer Sheet." CHINESE EDUCATION, 8, 3 (Fall 1975), 48-51.

A rusticated urban youth protests that he cannot answer college entrance exam questions because he is not willing to take time from collective labor to study. He resents that "bookworm loafers" have a better chance at higher education than do laboring youth.

"The Chaos in the Chinese Colleges and Universities." FRENCH ASIA, 30, 283 (October 1930), 339.

Higher education students are so enthusiastic in furthering the Nationalist movement that they challenge their professors and lack discipline.

Chen, Theodore H. E. "Collective Learning in Communist China's Universities." FAR EASTERN SURVEY, 26 (January 1957), 8-11.

Criticisms of Communist school system include blind imitation of Soviet education; excessive political indoctrination, and lack of creative spirit among students.

Chen, Theodore H. E. "The Flight of the Chinese Professor." SCHOOL & SOCIETY, 66, 1714 (November 1, 1947), 349-50.

Describes post-World War II drop in educational standards as college professors struggled against runaway inflation, often teaching at three institutions to earn enough for food and other necessities.

Cheng, Shih-yi. "An Example of Open-Door Education." PEKING REVIEW, 19, 1 (January 2, 1976), 15-18.

Shanghai's Tungchi University is practicing open-door education by combining work with study, encouraging class struggle, and allowing workers, peasants, and soldiers to manage and teach.

Ch'ien, Chun-jui. EDUCATIONAL THEORY IN THE PEOPLE'S REPUBLIC OF CHINA: THE REPORT OF CH'IEN CHUN-JUI. Commentary and translation by John N. Hawkins. Asian Studies at Hawaii, No. 6. Honolulu: University of Hawaii Press, 1971.

Vice-Minister of Education Ch'ien's report May 1950 First National Educational Work Conference, report on reorganizing higher education and adding part-time schools for rural adults and children. The regular educational system was fundamentally unchanged. Ch'ien and others, influenced by the U.S.S.R., wanted to train experts to hasten industrialization and so encouraged academic excellence. Later, the "red versus expert" tension emerged and Ch'ien was labeled a conservative or "revisionist" in the Cultural Revolution.

Chin, F., and V. K. Ting. "Higher Education in China." EDUCATION IN CHINA. Edited by T. Y. Teng and Timothy Tingfang Lew. Peking: Society for the Study of International Education, 1923, pp. 1-21.

Traces roots of higher education to ancient times. Modern higher education began with the 1862 School of Foreign Languages, Peking, and in 1904 became comprehensive with a system of provincial colleges sanctioned by the Imperial Court. After 1912 these became independent. Government financing for study abroad began in 1873.

Chin, Ta-K'ai. ON THE CONTRADICTIONS OF HIGHER EDUCATION ON THE MAINLAND. Hong Kong: Freedom Press, 1958.

China Christian Educational Association. STATISTICAL REPORT OF CHRISTIAN COLLEGES AND PROFESSIONAL SCHOOLS OF CHINA, 1930-1931. Shanghai: Christian Educational Association, 1931.

Nineteen tables of statistics on Christian colleges in China.

China, People's Republic of. Ministry of Higher Education. GUIDE TO INSTITUTIONS OF HIGHER LEARNING, SUMMER, 1956. 3 vols. Peking: Kao-teng chiao-yu ch'u-pan she, 1956.

Designed for secondary school graduates seeking to enter colleges and universities in China. Volume 1, science and engineering; Volume 2, medicine, agriculture and physical education; Volume 3, the humanities and social sciences. Each volume has Part 1: course content by specialization; and Part 2: universities and colleges offering these courses and duration.

"A Chinese Academy in Chi-nan-fu (i.e., Tsinan)." MITTEILUNGEN DES SEMINARS FUR ORIENTALISCHE SPRACHEN ZU BERLIN, 5 (1902), 163-73.

In German.

Chinese Communist Party, Fu-tan University Committee. "Reform Universities of Liberal Arts Through Revolutionary Mass Criticism: Investigation Report on Futan University's 'May 7' Experimental Liberal Arts Class." CHINESE EDUCATION, 5, 1-2 (Spring-Summer 1972), 144-60.

Chinese, Mindful of the Economy, Shift Back to Traditional Teaching." NEW YORK TIMES, April 5, 1979, p. 12.

Return to high academic requirements after the work-study program of the Cultural Revolution era was essential for China's economic modernization. The transition caused difficulties for students admitted under earlier standards.

Chou, Wei-ling. "A Review of the Labor Universities." ISSUES AND STUDIES, 12, 3 (1976), 57-79.

At a 1958 symposium about how to implement Marx's belief in combining education and labor, Chinese Communists began Kiangsi Communist University, the first of many labor universities. The author contends that such institutions offer little education and are instead new types of farms or factories which exploit student manpower.

Chou, Wei-ling. "A Study of the July 21 Workers University." ISSUES AND STUDIES, 12, 10 (1976), 54-64.

Operation of workers' universities in China (1968-76), contrasts Maoist and Western views on education, and describes a model July 21 university in Shanghai.

Chow, Paul T. T. "How Leaders are Trained at the Kiangsu Provincial College of Education, Wusih, China." QUARTERLY BULLETIN OF FUNDAMENTAL EDUCATION, 1, 1 (January 1949), 6-15.

Describes field work and other aspects of Kiangsu College of Education training for leaders in social education.

"Chu, Yen. "Revolution in Education: Why the University Enrolling System Should Be Reformed: The New Enrollment System and After." PEKING REVIEW, 16, 38 (September 21, 1973), 19-21; 16, 39 (September 28, 1973), 10-11.

Maoist policy admitted more (over 153,000) workers, peasants, and soldiers, to higher education in 1973.

Chung, Shih. HIGHER EDUCATION IN COMMUNIST CHINA. Hong Kong: Union Research Institute, 1956.

Changes in China's higher education: education principles, school system, educational administration, problems, and likely future directions.

Clark, Bronson. "Return to Chengchow: AFSC Guests in China." UNDER-

STANDING CHINA NEWSLETTER, AMERICAN FRIENDS SERVICE COMMITTEE, 7, 6 (November 1971), 1, 7.

After 25-year absence, found on 1971 visit that Chengchow, formerly lacking a university, has six, whose intellectuals suffered during the Cultural Revolution and other political tensions.

Cleverley, John. "China's Succession Battle Stirs Higher Education Debate." CHANGE: THE MAGAZINE OF HIGHER LEARNING, 8, 5 (1976), 15-17.

About criticism of the quality of university education, part of an intense debate over higher education policies in 1975 and early 1976.

Coe, John L. HUACHUNG UNIVERSITY. New York: United Board for Christian Higher Education in Asia, 1962.

On the recommendations of the 1921 China Education Commission sponsored by North American and British mission boards: Huachung (or Central China) University opened in 1924 with U.S. Episcopalian clergyman Dr. Alfred Gilman as Acting President. Closed in 1927 because of political unrest, it reopened in 1929 with Dr. Francis C. M. Wei as president. During the Sino-Japanese War it relocated to Hsichow. In 1951 Huachung was merged with a government teachers college and ceased to exist as a Christian institution.

"College Education: Socialist Orientation Reiterated." BEIJING REVIEW, 22, 17 (April 27, 1979), 8-9.

Minister of Education warned colleges against copying all practices from universities in capitalist countries. Stressed the necessity to raise students' political consciousness and teach Marxist ideology.

Conti Odorisio, A. M. "The Transformation of Universities in China." STORIA POLITICA, 11, 3 (1972), 348-61.

Describes changes in higher education during the Cultural Revolution to prevent formation of a privileged class and to supply enough farm and factory workers.

Corbett, Charles Hodge. SHANTUNG CHRISTIAN UNIVERSITY (CHEELOO). New York: United Board for Christian Colleges in China, 1955.

History of Shantung Christian University, interdenominational school which grew from U.S., Canadian, and British mission efforts. Consolidated on one site in Tsinan, 1917, with J. Percy Bruce as president and Henry W. Luce as vice-president, it operated until Japanese occupation in 1937 when its students scattered to other institutions in Free China. It resumed operation despite the grave political and financial crisis after World War II, only to close in 1952.

Council on International and Public Affairs. U.S.-CHINA RELATIONS: THE CHINA COUNCIL OF THE ASIA SOCIETY. A MEDIAL SOURCE

GUIDE, ISSUES FOR THE '80S. New York: Council on International and Public Affairs, 1982. ERIC ED 231 704.

Background information for journalists on U.S.-China relations includes protocols under the science and technology agreement and institutional agreements between U.S. and Chinese universities.

Cressy, Earl Herbert. CHRISTIAN HIGHER EDUCATION IN CHINA: A STUDY FOR THE YEAR 1925-26. BULLETIN NO. 20. Shanghai: China Christian Educational Association, 1928.

Study of the 26 Protestant higher education institutions. Follow-up to the Educational Commission's general examination and recommendations concerning Christian colleges and universities. Extensive statistics and other data. Lists needs at nine major centers.

"Critic of Revisionism at College." PEKING REVIEW, 17, 49 (December 6, 1974), 22-23.

About Chang Tieh-sheng, his student activities, and his widely publicized criticism of the overly academic entrance examination he took.

Crook, David. "To Open the College Gates Wide." CHINA NOW, 63 (July-August 1976), 2-7.

Long-time China resident and teacher at the Number One Institute of Foreign Languages, Peking, traces Communist education's goal of extending higher education to children of workers and peasants, noting the Cultural Revolution's admissions policies.

Day, Clarence Burton. HANGCHOW UNIVERSITY: A BRIEF HISTORY. New York: United Board for Christian Colleges in China, 1955.

History of Presbyterian missions from 1845, the spread of schooling mainly to evangelize the Chinese, and the evolution of Hangchow University. The university was reopened after World War II and taken over by Communists in 1952, when it became Chekiang Teachers College.

Dong, Wenfang. "New Forms of Higher Education: TV Universities." CHINA RECONSTRUCTS, 33, 11 (November 1984), 4-5.

In 1984, almost 450,000 were enrolled in colleges and universities, but twice as many took night courses, correspondence, and TV courses. TV courses serve full-time and part-time students, all given time off and paid wages and benefits while studying. Every province, municipality, and autonomous region except Tibet has its own TV university. Most students attend regular classes supervised by teaching coaches. Graduates, 1979-84, totaled 160,000.

Dow, Marguerite R. "The Influence of the Cultural Revolution on the Teaching of English in the People's Republic of China." ENGLISH LANGUAGE TEACHING JOURNAL, 29, 3 (April 1975), 253-63.

Describes English classes in secondary schools, a commune school, teachers college, and university.

Duyvendak, Jan Julius Lodewijk. "The Importance of Chinese Universities." CHINA, 12, 2 (March 1938), 49-59.

In Dutch.

"Education: New College Students." PEKING REVIEW, 21, 16 (April 21, 1978), 11-15.

Interviews with Peking University admissions officer and some new students about admissions policy and new entrants.

"Enrollment System: A Meaningful Discussion." PEKING REVIEW, 21, 30 (July 28, 1978), 18-19, 22.

Implications of late 1977 university entrance examinations.

Fabregue, Joseph. "A Survey of Higher Education in the City of Peking." BULLETIN OF THE CATHOLIC UNIVERSITY OF PEKING, 1 (September 1926), 51-56.

To plan Catholic higher education in Peking, existing institutions are described and enrollments given. Categories included are national schools, ministerial schools, schools founded by foreigners, and schools founded by private individuals.

Falvay, Alfred. "Higher Education and Organization of Research Work in the People's Republic of China." TUDOMANY SZERVEZESI TAJEKOZTATO, 3, 4 (1965), 479-93.

In Hungarian.

Fingar, Thomas. HIGHER EDUCATION AND RESEARCH IN THE PEOPLE'S REPUBLIC OF CHINA: INSTITUTIONAL PROFILES. Washington, DC: U.S.-China Education Clearinghouse, 1981. ERIC ED 214 448.

Institutional profiles of about 75 of China's colleges and universities (detailed data unavailable about the remaining 626), institutes of the Chinese Academy of Sciences, and of the Academy of Social Sciences.

"For More Liberal Arts Students." BEIJING REVIEW, 23, 42 (October 20, 1980), 6.

Vice Premier Fang Yi called for teaching more liberal arts in universities.

"Four Hundred Young Chinese Demonstrate Over the Right to go to College." NEW YORK TIMES, September 11, 1979, p. 3.

Saying they passed college entrance examinations but had not been admitted, 400 young people marched down Peking's main street to demand the right to a university education.

Fraser, Stewart E. "Notes on Sino-Soviet Co-operation in Higher Education, 1950-1960." MELBOURNE STUDIES IN EDUCATION 1961-1962. Edited by E. L. French. Melbourne, Australia: Melbourne University Press, 1964, pp. 36-54.

Soviet influence in Chinese education, Soviet textbooks and their use,

organization on the Soviet model, Chinese students in the Soviet Union, and contribution of the Soviet Union.

Fu, Hsin-chi. "Revolution in Education: Three-in-One Teachers Contingent." PEKING REVIEW, 19, 3 (January 16, 1976), 34-36, 40.

Why Tungchi University's worker-teachers are the backbone of the faculty and how old teachers have been "remolded" to carry out revolutionary goals.

Galston, Arthur W. "The University in China." BIOSCIENCE, 22 (April 1972), 217-20.

Changes in university structure caused by the Cultural Revolution.

Gamson, Zelda F. "After the Revolution Comes the Educational Testing Service: Notes on Higher Education in China, 1978." Paper presented at the American Sociological Association, 1979. ERIC ED 180 305.

Examines higher education in China in relation to the drive for industrialization. Points to visits to universities in Canton, Shanghai, Chengtu, and Sian as evidence that higher education, though set back by the Cultural Revolution, is producing the elite sector needed to understand and operate the new technologies.

Gamson, Zelda F. "Mass and Elite Education in China: Notes from a Trip, November 1978." COLLEGE AND SCHOOL INNOVATOR, SCHOOL OF

EDUCATION, UNIVERSITY OF MICHIGAN, 10, 10 (April 29, 1979), 1, 4-5, 18.

Visited four "keypoint" universities controlled directly from the Ministry of Education (other universities are controlled by the province or municipality). Contends that China's educational system is not unlike our own in offering unselective mass education while reserving elite education for a few.

Gu, Minyuan. "The Development and Reform of Higher Education in China." COMPARATIVE EDUCATION, 20, 1 (1984), 141-48.

Brief history of and reforms in higher education which grew from 204 institutions in 1949 to 675 in 1980.

Gupta, Krishna Prakash. "Confucius on the Campus." CHINA REPORT, 9, 6 (1973), 3-6.

From 1971 to 1973, anarchy in the guise of academic reform stalked Chinese universities, where the anti-Confucius campaign (actually a disguised attack on Chou En-lai) disrupted studies.

Gupta, Krishna Prakash. "Liberal Arts Education in China." CHINA REPORT, 7, 5 (September-October 1971), 18-25.

Effect of Maoism on liberal arts education, emphasizing teaching, curricula, and the institutional structure of colleges and universities, 1956-71.

Gupta, Krishna Prakash. "Tsinghua Experience and Higher Education in

China." CHINA REPORT, 7, 1 (January-February 1971), 2-14.

Influences of Maoism in higher education curricula at Tsinghua University.

Han, Lih-Wu. "The Wu-Han University—A Hopeful Center of Learning." CHINA CRITIC, 4, 6 (February 5, 1931), 127-28.

Wu-Han University was reorganized and strengthened by distinguished scholars. Never before a major educational center, Hankow is now conducive to scholarly work.

Hao, Keming. "Research on Higher Education in China Today." COMPARATIVE EDUCATION, 20, 1 (1984), 149-54.

Research on higher education as done by the Research Institute of Higher Education of Peking, which has over 60 full-time and over 1,000 part-time researchers.

Harbison, Frederick, and Charles A. Myers, eds. MANPOWER AND EDUCATION. COUNTRY STUDIES IN ECONOMIC DEVELOPMENT. New York: McGraw-Hill, 1965.

Surveys the experience of 11 countries with educational planning based on manpower forecasts. Essay by I. C. Y. Hsu, "The Impact of Industrialization on Higher Education in Communist China." See entry 0000.

Hawkins, John N. "China, People's Republic of." THE INTERNATIONAL ENCYCLOPEDIA OF HIGHER EDUCATION. Vol. 3. Edited by Asa S.

Knowles. San Francisco: Jossey-Bass Publishers, 1977, pp. 888-95.

Brief history of higher education, with major changes during Communist period since 1949, national educational policy in the 1970s, administration and control, financing, curricular and instructional reform, types of institutions, problems and trends, bibliography.

Hawkridge, David, and Bob McCormick. "China's Television Universities." BRITISH JOURNAL OF EDUCATIONAL TECHNOLOGY, 14, 3 (October 1983), 160-73.

Television universities are a nationwide network under the Central Radio and Television University jointly administered by the Ministries of Education and Broadcasting. Despite poorly trained faculty, inadequate textbooks, over-reliance on television, an urban bias, and dubious academic status of graduates, television universities are making major contributions and will soon produce two out of every three higher education graduates.

Hayhoe, Ruth. "Chinese Universities and the West: Issues and Debates in the Eighties." CANADIAN AND INTERNATIONAL EDUCATION, 11, 1 (June 1982), 55-66.

About higher education's structure and the West's influences, specialization versus general knowledge in the undergraduate curriculum, and ways to increase democracy and efficient management in university administration.

"Higher Education—Affiliated Colleges Set Up." BEIJING REVIEW, 22, 3 (January 19, 1979), 31.

To enroll more students, Nankai and Tianjin Universities opened affiliated colleges, using space available in primary and middle schools. These colleges are financed by municipal funds and their graduates will receive municipal jobs.

"Higher Education in Communist China. Some Recent Developments." WORLD TODAY, 15, 1 (January 1959), 38-45.

Dramatic changes in higher education in the late 1950s included combining mental and physical labor in "red and expert" institutes, shifting administration of higher education institutes from the Ministry of Education to local leaders, and assuring Party control.

Hinton, William. HUNDRED DAY WAR: THE CULTURAL REVOLUTION AT TSINGHUA UNIVERSITY. New York: Monthly Review Press, 1972.

The Cultural Revolution at Tsinghua University, how the revolution arrived, who was involved and why, and how factional ideological differences developed. Describes educational system before 1966 and reasons for subsequent changes.

Hirth, Friedrich. "The Chinese Oriental College." JOURNAL OF THE CHINESE BRANCH OF THE ROYAL ASIATIC SOCIETY, 22, 3 (1887), 203-23.

Ho, Lin, and Mao Tan. "The Metamorphosis of an Institution of Higher Learning: on the Fiftieth Anniversary of Tsing Hua University."

FRENCH-CHINESE NOTEBOOK, 12 (December 1961), 78-86.

In French.

Hoffman, Charles. WORK INCENTIVE PRACTICES AND POLICIES IN THE PEOPLE'S REPUBLIC OF CHINA, 1953-65. Albany: State University of New York Press, 1967.

Among work incentives discussed are pay scales of professors, scientists, and technical personnel.

Hong Kong Student Bookstore. GUIDE TO INSTITUTIONS OF HIGHER LEARNING, 1954. Hong Kong: Hong Kong Student Bookstore, 1954.

Universities and colleges as of 1954 are listed by geographical region. Includes courses offered by the duration of different college programs, and entrance examination questions.

Hong, Zhu. "American Literary Studies in New China: A Brief Report." AMERICAN STUDIES INTERNATIONAL, 19, 3-4 (1981), 43-48.

After 1976 universities added courses in American literature.

Hsu, Immanuel C. Y. "The Impact of Industrialization on Higher Education in Communist China." MANPOWER AND EDUCATION: COUNRTY STUDIES IN ECONOMIC DEVELOPMENT. Edited by Frederick Harbison and Charles A. Myers. New York: McGraw-Hill, 1965, pp. 202-31.

Communist restructuring of higher education: eliminating private institutions; putting general universities, polytechnic institutes, and techni-

cal institutes on equal footing; following U.S.S.R. models; and facing tensions over "redness" versus "expertness" in the drive for industrialization.

Hsu, Immanuel C. Y. "The Reorganization of Higher Education in Communist China, 1949-1961." CHINA QUARTERLY, 19 (July-September 1964), 128-60.

After 1949 China abolished private higher education and reduced general universities. Technical higher education was dramatically increased. Curricula became more specialized and emphasized science and technology. Peasants and workers received admission preference. Thus higher education is helping make Communist China a technocratic state.

Hsu, Immanuel C. Y. "The Reorganization of Higher Education in Communist China, 1949-61." CHINA UNDER MAO: A SELECTION OF ARTICLES FROM THE CHINA QUARTERLY. Edited by Roderick MacFarquhar. Cambridge, MA: MIT Press, 1966, pp. 271-303.

Sections on Higher Education in Traditional China, Transition to Westernized Educational Reform, Institutional and Instructional Reform, Expansion of Schools and Enrollments, Development of Science, Problems of Chinese Higher Education, and Future.

Hu, Chang-tu. "Chinese Higher Education and World Affairs." TEACHERS COLLEGE RECORD, 62 (February 1961), 356-67.

Contrasts the purposes of teaching world affairs in Western and in Chinese higher education institutions, with the former stressing interna-

tional understanding while the Chinese stress continuous world revolution.

Hu, Chang-tu. "The Chinese University: Target of the Cultural Revolution." SATURDAY REVIEW, 50, 33 (August 19, 1967), 52-54, 68.

By 1958 China had about 20 comprehensive universities and 250 higher technical and teacher training institutes. Mao and his opponents contended over redness versus expertness in the next eight years, which climaxed with the Cultural Revolution which closed universities.

Hu, Chang-tu. "Higher Education in Mainland China." COMPARATIVE EDUCATION REVIEW, 4, 3 (February 1961), 159-68.

Analysis of higher education developments.

Hu, Chang-tu. "Politics in Chinese Higher Education." CURRENT HISTORY, 73, 429 (1977), 79-83, 86-87.

Examines the varying importance of political thought and awareness in higher education, 1950s-77.

Hunt, R. C. "Change in Higher Education in the People's Republic of China." HIGHER EDUCATION, 4, 1 (February 1975), 45-59.

Higher education development since 1949, with emphasis on changes after the Cultural Revolution in admissions policies, duration of courses, methods of combining theory and practice, and teacher-student relationships.

Israel, John Warren. "Prospects for Liberal Education in Modern China." Paper presented at a conference on the limits of reform in China, Smithsonian Institution, Washington, DC, May 1982.

Liberal education, a controversial idea even before 1949, survives among aging intellectuals as an ideal, but seems unlikely to take root because of pressing demands for modernization.

Kao, Feng-lien. "Revolution in Education: Attend Universities, Manage and Transform Them." PEKING REVIEW, 19, 2 (January 9, 1976), 13-16.

Autobiography of a worker-student and how Mao's ideals are being implemented in Tungchi University.

Keeling, Ann, and Tony Woods. "The Chinese People's University: A Look at Current Issues and Past Problems at Ren Da University in Beijing." CHINA NOW, 100 (January-February 1982), 20-23.

People's University—first opened 1950 to train cadres—was closed 1973-77 by ideological conflict. Has since become highly prestigious academically. Over 70 percent of students are males.

Kelly, Maurice. "The Making of a Proletarian Intellectual: Higher Education and 'Cultural Revolution' in China." CURRENT SCENE: DEVELOPMENTS IN MAINLAND CHINA, 4, 19 (October 21, 1966), 1-17.

Ideological shifts affecting higher education, 1957-1966. Concludes that by 1966 Communist ideology had superseded China's tradition of eminent scholarship. Instead, the Cultural Revolution brought backwardness and

dislocation to higher education.

Kenneson, James. "China Stinks." HARPER'S, 264 (April 1982), 13-18.

Highly critical of Chinese life after teaching in the foreign languages department of Zhengzhou University, Henan Province. Teachers fear students' anonymous criticisms. Students, worried about future job assignments which last a lifetime, do not want to be teachers. Pulling strings and avoiding work are national pastimes. Party control of everyday life cheats the country and the people.

Kent, Ann. "Red and Expert: The Revolution in Education at Shanghai Teachers' University, 1975-76." CHINA QUARTERLY, 86 (June 1981), 304-21.

Observations while teaching in China, 1975-76, illustrate the relative influence of moderates in the red versus expert struggle.

Klopf, Donald, and Ronald Cambra. "Apprehension about Speaking Among College Students in the People's Republic of China." PSYCHOLOGICAL REPORTS, 46, 3, Part 2 (June 1980), 1194.

Found no significant differences between Chinese and U.S. students on an inventory which measured apprehension about speaking.

Kormondy, Edward J. "The People's Republic of China: Revitalizing an Educational System." CHANGE, 14, 5 (July-August 1982), 32-37.

Pressures to expand higher education in China are great. In addition to

the 1,020,000 enrolled in the 600 universities, 1981-82, about 800,000 attended spare-time universities and 420,000 were taking courses at the 29 television universities.

Ku, Yu-hsiu. "Education." THE CHINESE YEAR BOOK 1940-1941. 5th ed. Shanghai: Council of International Affairs, 1940, pp. 698-710.

Cites war damage to higher education, with Japanese completely destroying 14 colleges and either occupying or attacking 91 other institutions. Relief needs and reconstruction plans for students and schools are also discussed.

Kun, Joseph C. "Higher Education: Some Problems of Selection and Enrollment." CHINA QUARTERLY, 8 (October-December 1961), 135-48.

Analyzes higher education admissions practices and notes shifting trends: 1952-58 saw a highly centralized selection and enrollment pattern, with institutions having no voice; after 1958, policy implementation was given to provinces but national planning continued. Increased effort to enroll worker-peasant students had modest success.

Kuo, Ping-wen. "Higher Education in China." BULLETINS ON CHINESE EDUCATION, 2, 10 (1923), 1-24.

Western-style higher education, begun with the 1862 founding of TUNG WEN KUAN to train translators, grew slowly in the late nineteenth century. By 1922 China had 30 national colleges (10,535 students), 48

provincial colleges (9,801 students), 29 private colleges (10,524 students), and 18 missionary and foreign colleges (4,020 students).

Kuo, Tze-hsiung. "Higher Education in China." INFORMATION BULLETIN, 3, 2 (January 21, 1937), 29-50.

History of modern government-supported higher education: Interpreters College, Peking (1862) and Shanghai (1863), and School of Chinese and Western Studies, Tientsin. Three government universities formed, 1901-11: Metropolitan University, Peking; Peiyang University, Tientsin; University of Shansi, Taiyuan. Growth and development, 1912-27: 1912 Law on Universities (revised 1913, 1917). Coordination-reorganization, 1927-36: National Academy (1927) became Ministry of Education, 1928; 1929 law defined colleges within universities. Statistics: finance; enrollments and graduates, 1912-36; student demography. Policy on study abroad.

Kuo, Zing Yang. "Higher Education in China During the War." NEWS BULLETIN, INSTITUTE OF INTERNATIONAL EDUCATION, 17 (May 1942), 6-8.

Former president of Chenkiang University reported 104 schools of higher education with enrollment of over 50,000, representing 30,000 more than in 1937. The level of instruction and research had declined.

Lee, Cyrus. "A Short History of the State Higher Education in China." CHINESE CULTURE, 8, 4 (December 1967), 159-74.

Rise and decline of state higher education in traditional China. Argues

that such education was administratively and financially aided by central authorities.

Lee, Hwa-wei. "The Recent Educational Reform in Communist China." SCHOOL & SOCIETY, 96, 2311 (November 9, 1968), 395-400.

Using examples of T'ungchi University (Shanghai), the Peking College for Forestry, and Peking Normal University, the author traces half-work, half-study before the Cultural Revolution, and analyzes the educational changes during 1967-68. Educational standards, advanced study and research, military controls, and resistance to change are major problems.

Li, Anthony C. THE HISTORY OF PRIVATELY CONTROLLED HIGHER EDUCATION IN THE REPUBLIC OF CHINA. Washington, DC: Catholic University of America Press, 1954.

Protestant, Catholic, and other private higher education, 1912-48, and under the Communists, 1949-53.

Li, Ping-chang. "Reopening of Partial Higher Educational Institutes on China Mainland." MAINLAND CHINA STUDIES, 3 (April 10, 1971), 27-30.

Reopening higher educational institutes in Shanghai, Kiangsu, and ten other places.

Li, Shixi. "The Television University is Moving Ahead." CHINESE EDUCATION, 13, 3-4 (Fall-Winter 1980-81), 145-55.

Enrollment, classes, and lectures of Television University since its founding on February 6, 1979, urges raising teaching quality, and praises the program's bright prospects.

Li, Tsung-t'ung. A HISTORY OF HIGHER EDUCATION IN SUCCESSIVE CHINESE DYNASTIES. Taipei: 1958.

History of the institutional system, enrollments and student-teacher ratios, curricula, examination systems, and economic conditions of higher learning since the founding of the Imperial College in 124 B.C., including private and provincial academies.

Linden, Allen B. "Politics and Education in Nationalist China: The Case of the University Council, 1927-1928." JOURNAL OF ASIAN STUDIES, 27, 4 (1968), 763-76.

Shortlived University Council favored by Tsai Yuan-pei (1867-1940) had little impact. Many in the Kuomintang, opposed to Tsai's belief that scholars should help make educational policy, wanted party-controlled education.

Lipset, Seymour M. "University Students and Politics in Underdeveloped Countries." MINERVA, 3, 1 (Autumn 1964), 15-56.

Why university students, especially in developing countries (China is an example), refuse to accept the existing political and social order and instead become radicals, usually socialists.

Liu, Da, and Dongchang He. "Running More Liberal Arts Courses." BEIJING REVIEW, 23, 30 (July 28, 1980), 22-24.

Poorly educated cadres are poor managers who, if taught liberal arts at universities, would become more efficient. Higher education curriculum is too heavily scientific. A broadened curriculum can also serve more students.

Liu, William H. "The Dialectical Materialist Approach to University Administration in Peking's Post-Cultural Revolution Era." JOURNAL OF EDUCATIONAL ADMINISTRATION AND HISTORY, 8, 1 (1976), 37-44.

Describes committees that assumed administrative and policymaking functions in universities during the early 1970s and their role in changing these institutions.

Liu, William H. "University Administration in Post-Cultural Revolution China." CHINA REPORT, 10, 1-2 (1974), 27-35.

In the early 1970s, the Party controlled all aspects of higher education through university committees responsible directly to the Party's Central Committee.

Lui, Adam Yuen-chung. "The Imperial College (KUO-TZU-CHIEN) in the Early Ch'ing (1644-1795)." PAPERS ON FAR EASTERN HISTORY, 10 (1974), 147-66.

History of the Imperial College and attempts to revive it.

Margoulies, Georges. "Educational Problems and University Life in China." SINICA, 6, 5 (September 1931), 221-29.

In German.

Marshall, Jane. "Television Revolution: China's Need for Specialists is Being Met by its Television University." TIMES HIGHER EDUCATION SUPPLEMENT, 585, (January 20, 1984), 12.

Describes televised higher education's rapid growth after the February 1979 founding of China's Central Radio and Television University.

Martello, Tullio. A COMPARATIVE STUDY OF THE GERMAN, ENGLISH, AND CHINESE UNIVERSITY. Milan, Italy: Valentiner, 1873.

In Italian.

Martin, Charles M. "China: Future of the University." BULLETIN OF THE ATOMIC SCIENTISTS, 25 (January 1971), 11-19.

Compares with student protests at U.S. universities the closing of China's universities for four years during the Cultural Revolution, their subsequent reopening, and debate over curriculum and democratization.

Martin, Charles M. "China: Future of the University." SCIENCE & PUBLIC AFFAIRS, 27, 1 (January 1971), 11-15.

Describes chaotic conditions in universities, many of them closed for four years. Students saw as a threat Red Guards sent to restore order and to administer schools. U.S. and Chinese university reforms compared in the

past five years, both seeking to include more underprivileged students through more relevant curriculum and teaching methods.

Mathews, Jay. "Chinese Agonize Over Exams." WASHINGTON POST, December 18, 1979, pp. A1, A16.

With higher education admissions low, pressures to succeed are intense when one takes the five-part, two-day college entrance examination. Cheating and political favoritism evoke deep resentment.

Mathews, Jay. "College Entrance Tests Disturb China's Students." WASHINGTON POST, September 24, 1979, p. A15.

With only 270,000 places for college freshmen, many students not admitted protested. Only 34 percent of Peking University's freshmen were from peasant and worker families. Some students with passing scores asked for places at universities (three preferences permitted) which had no room for them. Other students protested because relatives of officials received preference.

Mathews, Jay. "'Fragile, Feeble-Minded' Americans Teaching in Kunming." WASHINGTON POST, May 2, 1979, p. A21.

Three Americans teaching at Yunnan University find living and teaching conditions spartan but relations with students and colleagues warm.

Mauger, Peter. "China's Island University." TIMES HIGHER EDUCATION SUPPLEMENT, 588 (February 10, 1984), 10.

University of Hainan, opened on Hainan Island, 1983, has three colleges (medicine, teacher training, agriculture), with faculties of law, economics, and industrial management planned. The goal is to spur economic and educational growth and improve conditions for the 5.5 million islanders, 750,000 of whom are minority peoples.

Mauger, Peter. "Education in Hainan." CHINA NOW, 111 (New Year 1985), 29-31.

Visits to schools and other educational institutions on a Chinese tropical island. Was the first foreigner to see the new University of Hainan, which offers teacher training and medical and agricultural education.

May, Julian. "Sick of Noodles." TIMES EDUCATIONAL SUPPLEMENT, 3486 (April 22, 1983), 20.

A British professor describes primitive living conditions for university students (crowded, ill-lit dormitory rooms, poor sanitation, and starchy, low-protein diet) and contends that such students lack the physical stamina to lead in modernizing China.

Merrow, John. "Adult Courses in China: A Leap Forward for Millions." NEW YORK TIMES, September 9, 1979, p. 18

Radio is the main medium in China's adult education programs enrolling 69 million (including 550,000 in factory-run "spare-time universities"). Admission to television universities offered in major cities is selective (32,000 enrolled). Their three- or four-year courses are less rigorous than

at universities, which accept only one-tenth of one percent of China's population.

Milton, David, and Nancy Dall Milton. THE WIND WILL NOT SUBSIDE: YEARS IN REVOLUTIONARY CHINA—1964-1969. New York: Pantheon, 1976.

U.S. couple on the faculty of the First Foreign Languages Institute, Peking, offer persuasive details of the Cultural Revolution's effect upon students and teachers and of their personal involvement.

"Minister on China's Higher Education." BEIJING REVIEW, 25, 40 (October 4, 1982), 8-9.

Higher education offerings should be diversified and should include any postsecondary education that meets special requirements.

Ministry of Education, Department of Higher Education, ed. COUNTRY-WIDE STATISTICS ON HIGHER EDUCATION, AUGUST 1928-JULY 1931. Nanking: Department of Higher Education, Ministry of Education, 1932.

Statistics on enrollments, budgets, equipment, professors, library collections, students' ages, and Chinese students abroad.

Ministry of Education, ed. COUNTRY-WIDE STATISTICS ON HIGHER EDUCATION, 1932. Shanghai: Commercial Press, 1935.

Statistics on higher education students enrolled, budgets, equipment, professors, library collections, students' ages, and Chinese students abroad.

Munro, Julie W. "What U.S. Scholars Can Expect When They Go to China to Study." CHRONICLE OF HIGHER EDUCATION, 17, 13 (November 27, 1978), 1, 10.

U.S. graduate students at Nanking and Fudan Universities found an improving climate for research and increased access to library materials. But Nanking's library had no catalog and stacks were closed. Classes were dull because discussion was not customary; debate was inhibited by the presence of a "monitor," usually a politically active student.

Mututantri, Barbara. "The Rebirth of a Chinese University." EASTERN HORIZON, 8, 4 (1969), 28-38.

Tungchi University, Shanghai, eager to follow Cultural Revolution thinking, formed the May 7th Commune, where education and production were combined.

Nance, Walter Buckner. SOOCHOW UNIVERSITY. New York: United Board for Christian Colleges in China, 1956.

History of a U.S. Methodist university whose Board of Trustees was formed in 1900. Merged with Anglo-Chinese College, it opened elementary and secondary schools, stressed physical education, and added a science college. Its professional schools included theology, medicine, and law. From 1927 its president was Y. C. Yang. In April 1949 Communists occupied Soochow and eventually took over the university.

"National College Entrance Exam." CHINA YOUTH BULLETIN, 4, 9 (September 1984), 15.

Taking the July 1984 three-day national examination were 1,643,000, of whom 430,000 were to enter higher education (50,000 more than 1983): 66 percent in science and engineering; 25 percent in liberal arts and history; five percent in languages; and four percent in physical culture and art.

"New College Students." BEIJING REVIEW, 22, 41 (October 12, 1979), 6.

Of 270,000 new college students, those from southeast coastal provinces scored highest on entrance examination. Key institutions enrolled 67,000 new students.

"New Students with Practical Experience." CHINA PICTORIAL, 10 (October 1970), 40-43.

How new students in Tsinghua and Peking Universities improved their universities' teaching, scientific research, and production by applying Mao Tse-tung thought during the Cultural Revolution.

Oliver, Michael. "Chinese Universities Completely Changed Since Cultural Revolution." UNIVERSITY AFFAIRS, 15, 10 (December 1974), 14-15.

Admission policies, instructional programs (including graduate level), and other aspects of the university system.

"On the Home Front: College Entrance Examinations." PEKING REVIEW, 2 (January 13, 1978), 30.

Nearly 5.7 million took the college entrance examinations given November 28-December 25, 1977.

"'One Red Heart and Two Preparations.'" BEIJING REVIEW, 22, 22 (June 1, 1979), 6.

Higher education admission policy: new students must be under age 25 (or age 23 if in languages), unmarried, physically and politically qualified, and meet academic standards set for specific fields.

Pan, Yueh. "Meeting New Needs in Education." CHINA RECONSTRUCTS, 5, 4 (April 1956), 23-26.

Review of the expansion and reorganization of educational facilities. By 1955 China had 194 higher educational institutions; and 14 were universities teaching both the arts and sciences.

Parker, Alvin P. "The Government Colleges of Suchow." CHINESE RECORDER, 24, 11 (November 1893), 534-40; 24, 12 (December 1893), 579-84.

Pepper, Suzanne. "An Interview on Changes in Chinese Education after the 'Gang of Four.'" CHINA QUARTERLY, 72 (December 1977), 815-24.

Interview with Chang Hsueh-hsin of the Higher Education Bureau, Education Ministry, Peking. Includes enrollment statistics, shows flexibility in rebuilding education, and describes plans for resuming a nationwide entrance examination for higher education.

Pincus, Fred L. "Higher Education in the People's Republic of China." EDCENTRIC, 35 (July-August 1975), 16-17, 21.

Observations of higher education, 1972 and 1974, illustrate how students were prepared to give selfless service.

Prybyla, Jan S. "The Life of a Chinese Professor." JOURNAL OF GENERAL EDUCATION, 26, 3 (Fall 1974), 195-204.

Examines Cultural Revolution and the effects of Maoist policies on higher education faculty. With ranks abolished and admissions cut, faculty-student ratios are sometimes one to one. However, the demand for ideological fervor, physical labor, and thought reform demeaned faculty.

Prybyla, Jan S. "Notes on Chinese Higher Education: 1974." CHINA QUARTERLY, 62 (June 1975), 271-96.

Seven colleges visited in 1974; ideological and economic factors influencing higher education policies; and some impressions of the Cultural Revolution's impact.

Qian, Jiaju. "On Reforming University Education." BEIJING REVIEW, 23, 30 (July 28, 1980), 21-22.

Universities need to teach, do research, streamline staff and operate more efficiently, hand over to city authorities housing and feeding of students, and allow students flexibility if they wish to change programs.

"Resume Classes." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 33 (January-March 1968), 154-55.

Calls for recently closed universities and schools to reopen and resume classes while still working for education reform.

Russell, Bertrand. "Higher Education in China." THE PROBLEM OF CHINA. London: George Allen and Unwin, 1966, pp. 214-25.

English philosopher who visited and had influence in China describes in 1922 edition (reprinted 1966) China's traditional higher education and specific U.S. mission-founded colleges and universities.

Scalapino, Robert A. "The Struggle Over Higher Education—Revolution Versus Development." ISSUES AND STUDIES, 12, 7 (July 1976), 1-8.

Criticism of higher education quality in late 1975-early 1976 seriously challenged Maoist policies by urging that higher education must foster modernization and economic development.

Schafer, Eldon G. "People's Republic of China Seeks Help from U.S. Com-

munity Colleges." COMMUNITY AND JUNIOR COLLEGE JOURNAL, 53, 8 (May 1983), 44-46, 61.

With a World Bank loan, China sought help from U.S. community college experts in redesigning her colleges as part of the country's struggle for economic development. A first step was to authorize 15 pilot short-term vocational colleges to prepare skilled technicians.

Scott, Roderick. "An American Professor in a Refugee Chinese College." SCHOOL AND SOCIETY, 54 (December 27, 1941), 606-10.

Professor at Fukien Christian University, Shaowu, describes how the university was moved 300 miles to a remote community to escape the Japanese.

Scott, Roderick. FUKIEN CHRISTIAN UNIVERSITY: A HISTORICAL SKETCH. New York: United Board for Christian Colleges in China, 1954.

History of Fukien Christian University (1916-51) in the context of major events. During 1945-51, student unrest was similar to that during the later Cultural Revolution. Under Communist rule, Fukien University became a part of National Foochow University.

"Self-Education Among Chinese Youth." CHINESE YOUTH BULLETIN, 5, 5 (May 1985), 17-19.

State examinations to grant college credit for independent study began experimentally, 1973. Spurred by too few higher education places, the

program has grown rapidly since 1978, especially in major cities, with total examinees reaching one million in 1984, encouraged by government radio, television, and correspondence universities.

Sewell, William G. I STAYED IN CHINA. London: Allen and Unwin, 1966.

Chemistry professor who remained until 1952 at a mission university in Duliang, southwest China, recalls the events preceding his departure, when he felt sympathy for left-wing students.

Sexton, Bonnie. "China to Limit College Enrollment, Restrain Growth During the 1980's." CHRONICLE OF HIGHER EDUCATION, 21, 22 (February 9, 1981), 15.

To assure sound growth, the Ministry of Education will allow no more than 300,000 in 1981 to enter college. Entrance examination will not be the sole criterion (other criteria: high school grades, conduct, sports ability). Some fear that bribery and personal influence will also affect admissions.

Seybolt, Peter J. "Higher Education in China." HIGHER EDUCATION, 3, 3 (August 1974), 265-83.

Status of higher education in late 1973: institutional structure, administrative organization, student recruitment procedures, and teaching/learning practices.

Seybolt, Peter J., ed. "Correspondence Universities are Making Headway."

CHINESE EDUCATION, 9, 4 (Winter 1976-77), 1-96.

Articles describing and urging correspondence universities, initiated in Shanghai, spring 1974, to encourage rusticated urban youth to remain in rural communes. Instruction is both ideological ("serve the people") and practical (greater economic development).

Seybolt, Peter J., ed. "1979 National Unified Entrance Examination for Institutions of Higher Education." CHINESE EDUCATION, 12, 3 (Fall 1979), 1-120.

Higher education entrance examination questions and a review syllabus. See edition by Robert Barendsen, which has an analysis of the questions. See entry 0000.

Seybolt, Peter J., ed. "Student Admissions, Science and Technology, Foreign Language Instruction, Examinations and Grading, and Model Elementary School." CHINESE EDUCATION, 6, 2 (Summer 1973), 1-117.

Articles show post-Cultural Revolution tendencies: four articles on new higher education admissions indicate discontent among youth sent to work in rural communes; three on teaching science and technology emphasize theory more than practice; three on foreign language teaching urge harder study and for longer periods; and two stress the need for examinations and grading.

Seybolt, Peter J., ed. "Support the Entrance Examinations System for Institutions of Higher Education and Improve Enrollment Work."

CHINESE EDUCATION, 13, 3-4 (Fall-Wi[illegible] 1980-81), 112-19.

Reasons for reinstating higher education entrance examinations: to overcome previous bad practices under the Gang of Four (entrance by favoritism) and to raise academic standards and attainment.

Shanghai Municipal Bureau of Education. "Correspondence Universities are Making Headway." CHINESE EDUCATION, 9, 4 (1976-77), entire issue.

Correspondence programs begun during the Cultural Revolution offered university instruction to educated urban youth sent to the border regions and other rural areas.

Shor, Ira. "Education to the People: Higher Education in China." SOCIAL POLICY, 5, 4 (November-December 1974), 30-37.

Higher education in 1974 reflected the Cultural Revolution's goal of combining work and study rather than catering to a privileged elite.

Shor, Ira. "Lessons from China on the New Learners." CHRONICLE OF HIGHER EDUCATION, 9, 7 (November 4, 1974), 20.

Compares higher education opportunities for ordinary workers with U.S.-style community colleges; also contrasts off-campus training facilities for Chinese and U.S. workers.

Sidel, Mark. "University Enrollment in the People's Republic of China, 1977-1981: The Examination Model Returns." COMPARATIVE EDUCATION, 18, 3 (1982), 257-69.

University entrance examinations, reinstituted in 1977, and university enrollment in the post-Mao period. Effects of these admissions policies on social background of students and on admission of women. Concludes that women face tough obstacles and that these admissions policies will heighten political debate.

Sterba, James P. "China's Schools Begin Giving Advanced Degrees." NEW YORK TIMES, June 21, 1981, p. 7.

Before 1949, few Chinese universities conferred degrees. Under Communist rule, intellectuals and academic qualifications have been politically suspect. But in 1981 selected universities were authorized to confer master's and doctor's degrees. Granting bachelor's degrees was to begin in 1982.

Swearer, Howard. "Higher Education in Contemporary China." KEY REPORTER, 40, 2 (Winter 1974-75), 2-4, 8.

A U.S. college president's impressions of higher education in 1974.

Tang, Pei-sung. "Chinese Universities on the March." AMERICAN SCHOLAR, 10 (Winter 1940-41), 41-48.

After the 1937 outbreak of war with Japan, at least 77 universities moved inland. The crude conditions were a setback, especially to science, but students developed a deep interest in national affairs.

Tao, Frank. "Student Life in China." CHINA AFTER SEVEN YEARS OF

WAR. Edited by Hollington Kong Tong. New York: Macmillan, 1945, pp. 101-24.

Living and study conditions of students and professors; 1944 statistics (137 higher education institutions, 50 colleges, 47 technical colleges); and changes over the war years.

Taylor, Robert. EDUCATION AND UNIVERSITY ENROLLMENT POLICIES IN CHINA, 1949-1971. Canberra: Australian National University Press, 1973.

Evolution of principles and procedures for selecting university students, 1949 to the early 1970s, and relates these to other education developments.

Thurston, Matilda S. Calder, and Ruth Miriam Chester. GINLING COLLEGE. New York: United Board for Christian Colleges in China, 1955.

Ginling College, sponsored by five U.S. Protestant mission boards, opened as a women's college in September 1915, and occupied a new Nanking campus in 1923. Presidents included Matilda Thurston and Wu Yi-fang. Relocated during World WarII to Chengtu, Ginling returned to Nanking in 1945. After the Communists assumed power it became part of the University of Nanking.

Tien, Joseleyne Slade. "Lesson From China: Percy Bysshe Shelley and the Cultural Revolution at Wuhan University." HARVARD EDUCATIONAL REVIEW, 45, 2 (May 1975), 211-23.

Cultural Revolution reform effects on a leading university in Central China, as observed in June 1973. (Includes a detailed account of an English class session discussing the life and works of Shelley.)

Unger, Jonathan. "The Chinese Controversy Over Higher Education." PACIFIC AFFAIRS, 53, 1 (1980), 29-47.

Cultural Revolution radicals opened universities to workers and peasants and reduced the curriculum to little more than a work experience. Professional training suffered. By the late 1970s restored traditional higher education favored intellectual and bureaucratic classes.

UNESCO. "China." WORLD GUIDE TO HIGHER EDUCATION: A COMPARATIVE SURVEY OF SYSTEMS, DEGREES AND QUALIFICATIONS. 2nd ed. New York: Bowker, 1982, pp. 53-54.

Covers central and local higher education administration; the 89 "key" universities (1977) responsible to the Central Ministry, which train scholars and researchers for other universities and emphasize science and technology; full or part-time workers' and peasants' colleges and correspondence schools run by factories, communes, provincial, municipal, and rural authorities; a television university (1979), along with other radio and television courses in Shanghai; university entrance exams reintroduced in 1976 and graduate university entrance exams in 1979.

UNESCO. "China." WORLD SURVEY OF EDUCATION. IV: HIGHER EDUCATION. New York: UNESCO Center, 1966, pp. 335-40.

Data as of June 1964 on China and other world countries: educational system and higher education history and institutions.

U.S. Consulate General, Hong Kong. "Some Institutions of Higher Learning in Communist China." CURRENT BACKGROUND, 585 (July 30, 1959), 1-21.

Articles describe eleven institutions of higher learning, largely in the fields of technology and medicine.

"Universities." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 5 (January-March 1961), 163-64.

Describes Sinkiang University in Urumchi and Chinghai University in Sining.

"Universities Begin Enrolling Self-Paid Students." BEIJING REVIEW, 23, 39 (September 29, 1980), 6.

More than two thousand of Peking's higher education students have been allowed to pay their own tuition and live at home although they did not pass the entrance examination. They will receive certificates and must seek jobs. Other centers have similar programs.

"The University of Nanking." JOURNAL OF AMERICA ASIATIC ASSOCIATION, 12, 6 (July 1912), 184-85.

Description and financial needs of mission-founded University of Nanking which also coordinates Central China mission elementary and secondary schools.

Wang, Cheng-xu, and He Ping. "Higher Education in Asia and the Pacific: China." BULLETIN OF THE UNESCO REGIONAL OFFICE FOR EDUCATION IN ASIA AND THE PACIFIC, 24 (April 1983), 7-11.

Survey emphasizes higher education's role in meeting China's modernization goals.

Wang, Chun. "Current Trends in the Reform of Higher Education in Communist China." CHINESE EDUCATION, 2 (Winter 1969-70), 27-52.

Analyzes the socialist university system through a study of four proposals for experiments in 1968 and four special columns featured in PEOPLE'S DAILY on "How Should Socialist Universities Be Operated?"

Wang, Hsueh-wen. "Maoist 'Reeducation' of College Professors." ISSUES AND STUDIES, 6 (February 1970), 7-10.

Discusses Cultural Revolution-mandated political "re-education" of professors at Tsinghua and Nankai universities, Peking; Peking Industrial College; Sun Yat-sen University, Canton; and colleges in Shanghai.

Wang, Hsueh-wen. "Maoist Reform of Universities of Arts." ISSUES AND STUDIES, 6 (June 1970), 37-46.

Cultural Revolution policy on institutions of higher learning, reasons for the reform of universities of arts, and resistance from teachers and students.

Wang, Hsueh-wen. "Peking and Tsinghua Universities: 1966-1976." ISSUES AND STUDIES, 13, 6 (1977), 75-90.

Brief histories of the two universities and asserts that Maoist influence has weakened quality of both.

Wang, Hsueh-wen. "Several of Peiping's Educational Problems." ISSUES AND STUDIES, 11, 1 (1975), 57-74.

Problems in Cultural Revolution educational policy, 1967-70s, emphasizing enrollment procedures for colleges and universities and the role of workers' propaganda teams.

Wang, Yi-shan. "China's Radio and Television Universities." PROSPECTS: QUARTERLY REVIEW OF EDUCATION, 14, 1 (1984), 151-57.

Central Broadcasting and Television University head official describes the university's programs, teaching methods, staff and students, achievements and limitations.

Williams, Dennis A., et al. "China Looks West to Learn." NEWSWEEK, 105, 7 (February 18, 1985), 84.

First Western-style university, endorsed by Deng Xiaoping when proposed to him by Chinese-born professor at the University of California, Santa Clara, Shu-park Chan, will open fall 1986 with Chan as founding president. Beginning as a graduate school of computer science and engineering at Shenzhen (25 miles from Hong Kong), China Experimental University, promised no Party oversight, by 1998 expects to have seven

colleges (including law, medicine, and agriculture), and to be a symbol of China's modernization.

Williams, Trevor. "A Record of the Great Events in the Struggle Between the Two Lines in the Field of Higher Education." CHINESE SOCIOLOGY AND ANTHROPOLOGY, 2, 1-2 (Fall-Winter 1969-70), 17-76.

Contrasts the incompatible higher education ideologies of Mao Tse-tung and Liu Shao-chi which emerged in the Cultural Revolution. Mao favored thought reform, abolition of academic entrance requirements, equal stress on work and study, and student labor at factories and farm communes. Liu Shao-chi's advocacy of elitism and training of experts led to his downfall.

Wilson, John Tuzo. UNGLAZED CHINA. New York: Saturday Review Press, 1973.

Impressions of several major Chinese universities, stressing the role played in modernization by science education and research policies.

Wood, Helen M., et al. "A Tour of Computing Facilities in China." COMPUTER, 18, 1 (January 1985), 80-87.

Describes computer science departments, faculty, students, and programs at Peking University, Shanghai Jiao Tong University, and Fudan University.

Wren, Christopher S. "Tarnished Children of the Brass: China Gets Tough." NEW YORK TIMES, February 17, 1984, Section 1, p. 2.

Abuse of privilege among children of government officials stirred concern. A party memo in October, 1983, complained about favoritism, a fact substantiated by U.S. teacher at a Peking Institute, one-third of whose students were admitted despite failing the entrance examination.

Wren, Christopher S. "On Verse and Verve, Two American Teachers Charm the Chinese." NEW YORK TIMES, June 6, 1984, p. A2.

U.S. professor and wife, two of about 300 U.S. faculty hired by the Chinese Government, taught English at Hebei Normal University, avoiding conflict with the pervasive Communist ideology while encouraging students to raise challenging questions.

Xiao, Qian. "Higher Education: Today & Tomorrow." BEIJING REVIEW, 26, 6 (February 7, 1983), 21-23.

Statistics (1982): over 700 colleges and universities with 250,000 full-time teaching staff (4,231 professors; 20,000 associate professors). Central Radio and TV University and 28 similar universities are run by provinces. Under 1981-85 Five-Year Plan students and institutions are expanding, short-term vocational colleges are opening, colleges are admitting those who completed secondary study independently, and cadres are receiving short-term in-service instruction.

Yeh, N. Kai. "The TV University in China." MEDIA IN EDUCATION AND DEVELOPMENT, 16, 4 (December 1983), 157-61.

History, operation, and future plans of Central Radio and Television University.

You, Yuwen. "Independent Study." CHINA RECONSTRUCTS, 33, 11 (November 1984), 11-13.

With universities and colleges full, many adults study independently to complete higher education by taking examinations (25,000 passed such exams, 1980-83, in Peking alone). Those who pass are officially treated the same as graduates of regular universities.

Young, C. F. "Higher Education in China." PEABODY JOURNAL OF EDUCATION, 14 (1937), 185-95.

Surveys rise of modern higher education. By 1927 China had 34 public and 18 private institutions recognized by the Ministry of Education. For university status, an institution needed three professional colleges. The Ministry, having separated religion from education, planned eventually to control all higher education. Curricular emphasis was on applied science.

"Youngsters in College: For a Bigger Pool of Talent." PEKING REVIEW, 21, 15 (April 14, 1978), 15-17.

New admissions policy at the Chinese University of Science and Technology will allow gifted students under age 16 to enroll.

Yu, Xiafu. "Open More Avenues for Education." BEIJING REVIEW, 23, 30 (July 28, 1980), 19-21.

Modernization will require more higher education graduates. Ways to raise enrollments are to admit day students (now all are boarders), provide more independent study, allow students who can pay to cover their own expenses, and offer two-year and three-year programs.